



SECRETARY OF THE ARMY
WASHINGTON

JUN 28 2017

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Army Directive 2017-14 (Department of the Army Emerging Enterprise Leader Development Program)

1. Reference Army Directive 2015-24 (Department of the Army Senior Enterprise Talent Management Program and Enterprise Talent Management Program), 10 April 2015.
2. The development of an adaptive professional Civilian workforce is essential to the success of our Army in this complex and dynamic global security environment. Our Army demands that Civilian employees commit to a lifetime of professional and personal growth. I hold each Army Civilian accountable for mapping and navigating a progressive program of self-development. Commanders, supervisors, and managers share responsibility for enabling Army Civilian employees to reach their full potential.
3. We must continue to expand and enhance our current Civilian professional and leadership development program to meet our Army's long-term performance needs in the most productive and efficient ways possible. The Senior Enterprise Talent Management (SETM) and Enterprise Talent Management (ETM) programs, addressed in the reference, are key components of the Army's Civilian training, education, and leadership development system at an advanced level. Introduction of the Emerging Enterprise Leader (EEL) program expands this developmental approach to encompass aspiring leaders at the GS-11 and GS-12 (or equivalent) levels to broaden participants' perspectives and build leadership competencies earlier, but at a more localized level, through individual command programs. The addition of EEL to SETM/ETM will ensure that we are providing exceptional training and development opportunities for our next generation of Army Civilian leaders so that they will be ready and capable to work in a variety of environments and side by side with our uniformed servicemembers to achieve strategic advantage in a complex world.
4. As part of the overall methodology for Civilian advancement, the EEL Program targets leadership potential earlier than SETM/ETM, engaging aspiring midgrade GS-11 and GS-12 (or equivalents) Civilian employees who are competitively selected and developed locally in leadership competencies recognized by the U.S. Office of Personnel Management and the Department of Defense. Over time, a growing EEL cohort provides organizations with a pool of developing leaders with improved competitiveness for management and leadership roles, builds a stronger bench of potential SETM/ETM candidates, and contributes to the next generation of senior Army Civilian leaders. Unlike the centrally managed SETM/ETM Programs, EEL is a

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command program, owned and executed within available resources by commanders of Army Commands (ACOMs), Army Service Component Commands (ASCCs), and Direct Reporting Units (DRUs), and the Administrative Assistant to the Secretary of the Army (AASA) for Headquarters, Department of the Army (HQDA). The intent is to support, not undermine, current and effective command developmental programs and initiatives for the more than 64,000 GS-11 and GS-12 Army Civilian employees. Commanders have flexibility in EEL execution, and I expect innovative and unique approaches, leveraging existing capacities, partnering among dispersed commands, and optimizing resources.

5. This directive and its enclosures introduce governing policies, procedures, roles, and responsibilities for the EEL Program for our GS-11 and GS-12 (or equivalent) population (enclosures 1 through 7). Commands identify their own EEL participants, applying sufficient rigor to application and selection processes to attract, assess, and identify the best-qualified participants (enclosure 1). Armywide access to a consistent EEL developmental environment requires clear delineation of roles and responsibilities (enclosure 2), including command implementation within a common framework, program duration, completion criteria, reports, and tracking requirements (enclosure 3). The following four developmental activities make up the minimum required components for all Command EEL Programs; the enclosures provide guidance and highlight best practices for consideration.

a. Mentoring (Enclosure 4). Mentoring provides a developmental tool beneficial to all other EEL components and program goals. Establish a formal mentoring relationship between the participant and a more experienced senior Civilian employee, providing guidance focused on professional or personal growth for the duration of the program. Use mentoring to help shape EEL developmental activities, demonstrating how it works. Success requires quality mentors, clearly understood mentor and mentee roles and expectations, and regular and meaningful interactions over the course of the program.

b. Team-Based Problem Solving (Enclosure 5). Understanding how to lead and work as a member of a group to address a complex task develops participant confidence to take on progressively more difficult challenges. Use team-based problem solving activities and lessons to teach leader and team roles and responsibilities and broaden the participant's experience through an assigned project that addresses a complex challenge and delivers the required result to a senior leader. EEL participants will understand senior leader roles, practices, and the value of building effective and results-driven teams; improve the depth of their problem solving, partnering, and interpersonal competencies; and exhibit the characteristics of successful teamwork.

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c. Self-Development (Enclosure 6). Goal-oriented self-development actions can accelerate learning and broaden skills and knowledge. Aspiring leaders must learn how to invest time in self-study and self-development to improve and prepare for increasingly complex environments. Use self-development lessons and activities to teach participants how to learn and use the tools at their disposal, including Army eLearning System content. EEL participants will become more self-aware and, as a result, be motivated to address individual areas needing improvement and to embrace the value of lifelong learning by reserving time for self-development, reflection, and personal growth.

d. Developmental Assignment (Enclosure 7). Short-term job assignments provide a ready and valuable resource for experiential development and broadening opportunities. Include at least one developmental assignment within the command or local geographic area, pushing participants out of their comfort zone, exposing them to more complex environments and different leadership experiences. Participants are able to apply EEL lessons to achieve assignment objectives, adding depth to their individual leadership skills; fundamental competencies; and practical knowledge, skills, and abilities.

6. The EEL Program operates under the oversight of the Deputy Assistant Secretary of the Army (Civilian Personnel) (DASA-CP) with execution by commanders of ACOMs, ASCCs, and DRUs and the AASA.

a. The Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)) will develop and promulgate additional implementing guidance for the EEL Program as may be required.

b. Commanders of ACOMs, ASCCs, and DRUs and the AASA will administer the EEL Program in accordance with Merit System and equal employment opportunity principles and will ensure it is governed by all other applicable laws, regulations, and requirements (for example, the Priority Placement Program).

c. The ASA (M&RA), through the DASA-CP and Assistant G-1 for Civilian Personnel, will ensure that the EEL Program complements and leverages other Department of Defense and Department of the Army leader development programs and initiatives while avoiding duplication.

d. Commanders of ACOMs, ASCCs, and DRUs; the AASA; the Assistant G-1 for Civilian Personnel; and Career Program Managers will ensure appropriate announcements to the Army workforce publicizing the selection of midgrade Army Civilians for participation in the EEL Program.

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e. ACOMs, ASCCs, DRUs, and the AASA will implement EEL programs compliant with this directive not later than end of fiscal year 2017. Not later than 30 June of each year, the DASA-CP, through the ASA (M&RA), will submit to me a comprehensive report documenting the implementation and execution of the EEL Program over the preceding 12 months. In the report, the DASA-CP will evaluate the program's effectiveness in developing individual midgrade Army Civilians and improving competitiveness for management and leadership requirements of participating commands and organizations. The DASA-CP will include statistics showing the number of program applicants and selectees, as well as the number of successful completions by command. As appropriate, the report may include compilations of longitudinal data on and feedback from midgrade Army Civilians and command and organizational partners. As appropriate, the DASA-CP will include in the report recommendations for necessary enhancements and modifications to the program and policy. The report will be coordinated with the Deputy Chief of Staff, G-3/5/7; the commanders of ACOMs, ASCCs, and DRUs; and the AASA.

7. I encourage you to develop and launch a meaningful EEL program for your command and ensure that Civilian employees interested in applying for EEL are encouraged to inform their chain of command or supervisor. Selection for the EEL Program links to an applicant's past and present duty performance, potential for leadership and career progression, and the Army's needs. I expect the widest dissemination and support for these programs from commanders, supervisors, Functional Chief Representatives, Career Program Managers, and human resource professionals while encouraging applications from candidates who exemplify Civilian leaders with outstanding potential. Commanders and supervisors should support the EEL applications of candidates who represent the "best of the best": high-performing midgrade Civilian leaders with outstanding potential for assignment to positions of greater importance, responsibility, and effect across our Army.

8. The policies and procedures set forth in this directive, its enclosures, and implementing guidance issued by the ASA (M&RA) will be updated as appropriate and promulgated in an Army regulation as soon as practicable. This directive supplements the policies and procedures set forth in Army Regulation 350-1 (Army Training and Leader Development) and Army Regulation 621-7 (Army Fellowships and Scholarships). Any guidance in those regulations determined to be inconsistent with the provisions of this directive is hereby superseded.

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9. This directive will be rescinded upon publication of the new Army regulation covering this program.



Robert M. Speer
Acting

Encls

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EMERGING ENTERPRISE LEADER (EEL) PROGRAM

COMMAND BOARD GUIDANCE

General. The commanders of Army Commands; Army Service Component Commands; Direct Reporting Units; and the Administrative Assistant to the Secretary of the Army (for the Offices of Headquarters, Department of the Army Principal Officials and their field operating agencies, staff support agencies, and direct reporting units not led by a commander) identify, assess, and select their own EEL participants from the eligible GS-11 and GS-12 (or equivalent) population. Commanders may conduct EEL selection boards at the subordinate level of command managing and executing a Command EEL Program.

Process Rigor. The command application and selection process must apply sufficient rigor and standards to convey the exceptional nature of the EEL opportunity and attract the most highly motivated and qualified applicants. The following are recommended best practice baseline criteria for command EEL program eligibility and selection.

1. Eligibility Criteria. To be eligible for EEL, the participant must:

a. have completed his/her probationary period and be in a permanent Army Civilian appointment, unless otherwise directed by statute.

b. complete grade- and position-appropriate Civilian Education System courses.

Note: Command may accept participants who have completed the Distributed Learning Civilian Education System course and who either have a confirmed seat in a future course or can show evidence that they have been unable to get a seat in the resident course.

c. have not less than 1 year at full performance level in his/her occupation.

d. have a minimum rating of 3-Fully Successful on the most recent performance appraisal.

2. Selection Criteria

a. Supervisor recommendation and assessment of the applicant's performance and potential against the following criteria:

(1) Performance: Accomplishments are well beyond reasonable but demanding standards of performance, especially in key areas of responsibility. Demonstrates a consistent level of performance stronger than the majority of the peer group.

(2) Potential: Expandable, able to make greater contributions through expansion of scope and responsibility. May become clearly promotable over time with job expansion and/or targeted development.

b. The Command Career Program or Activity Career Program Manager recommendation and assessment of the candidate's possession of technical competencies.

c. Applicant statement of interest, career aspirations, and suitability for the program.

d. Command program board assessment of applicant utilization rating as "ready for development for career broadening."

3. Recommended Board Utilization Ratings and Definitions

a. Ready for Development for Increased Challenge: This rating is most applicable to individuals whose record indicates a consistent level of high performance and demonstrated potential for expanded scope and responsibility stronger than the majority of their peer group. The applicant has maximized his/her contribution in his/her current position and is prepared for development for new challenges that benefit the Department, command, and individual.

b. Ready for Development for Career Broadening: This rating is most applicable to individuals making valuable contributions in their current position who have demonstrated potential within their current organization. These individuals would benefit from a career-broadening opportunity or focused developmental program that offers different challenges, growth, and broadening opportunities.

c. Build Tenure/Experience: The applicant is ready for continued experience in his/her current position. This rating is most applicable to individuals needing additional time to build depth of experience and a record of strong performance, and to demonstrate potential.

EMERGING ENTERPRISE LEADER (EEL) PROGRAM

ROLES AND RESPONSIBILITIES

EEL is a command program, prioritized and executed by the commanders of Army Commands; Army Service Component Commands; Direct Reporting Units; and the Administrative Assistant to the Secretary of the Army (for the Offices of Headquarters, Department of the Army Principal Officials and their field operating agencies, staff support agencies, and direct reporting units not led by a commander). The Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)) provides oversight for the program and the Deputy ASA (Civilian Personnel) (DASA-CP) tracks and reports on annual Armywide results.

1. Headquarters, Department of the Army (HQDA) Responsibilities

a. The ASA (M&RA) will:

(1) issue and update EEL Program policy. The ASA (M&RA) and Deputy ASA (Civilian Personnel) will ensure that the EEL Program complements and leverages other Department of Defense and Department of the Army leader development programs and initiatives (such as the Senior Enterprise Talent Management and Enterprise Talent Management Programs), while avoiding duplication of effort.

(2) submit a comprehensive annual report to the Secretary of the Army documenting EEL Program execution over the preceding 12 months (see enclosure 3).

b. The Deputy ASA (Civilian Personnel) will:

(1) oversee EEL Program policy and effectiveness.

(2) update EEL Program policy as needed.

(3) oversee EEL Program and reporting by:

(a) reviewing command programs and validating that they are meeting the requirements of the EEL Program.

(b) evaluating the effectiveness of command program results.

(c) publishing and facilitating the sharing of information and resources to assist commands with development of their EEL Program.

(4) tracking and reporting Armywide EEL Program results (see enclosure 3) by:

(a) publishing annual instruction directing requirements for command reporting.

(b) collecting annual command EEL Program information and reporting findings to the ASA (M&RA), including program effectiveness, required data, and any recommended EEL policy updates, as needed.

(5) establishing policy and procedures for coding and tracking in the Army human resources system(s) (i) Civilian employees selected for participation in Command EEL Programs and (ii) EEL selectees who successfully complete the program. This coding supports EEL Program tracking and reporting requirements.

c. The Assistant G-1 for Civilian Personnel will ensure appropriate announcements to the Army workforce about annual selection of midgrade Army Civilians for participation in the EEL Program.

2. Command and Office of the Administrative Assistant (OAA) Responsibilities¹

a. Execute and sustain an EEL Program.

(1) A single EEL Program iteration should not exceed 24 months.

(2) A certified EEL is a participant who successfully completes a Command EEL Program consisting of all four required components.

b. Administer and manage a rigorous application and selection process for the EEL Program to identify the best-qualified employees from the eligible population and to reinforce participation as a significant career opportunity (enclosure 1).

(1) Employ an application process that requires sufficient information to assess the quality and potential of the employee.

(2) Include chain of command/supervision and Command Career Program or Activity Career Program Manager input, as appropriate, in the application process.

(3) Use an internal command board process to identify and select program participants.

(4) Review and validate the results of command boards.

(5) Announce EEL Program selections across the command and HQDA.

¹ The term "command" encompasses Army Commands, Army Service Component Commands, and Direct Reporting Units. OAA is responsible for the Offices of HQDA Principal Officials and their field operating agencies, staff support agencies, and direct reporting units not led by a commander.

(6) Notify the Deputy ASA (Civilian Personnel) and applicable Functional Chief Representative/Career Program Manager of their announcements to facilitate Army recognition of participants as EELs.

c. Commands may leverage existing internal leader development programs or parts of programs designed for GS-11 and GS-12 or equivalent employees to compose the command's EEL Program only if doing so meets the intent of the EEL Program, clearly offers a directed program structure, and achieves required component and program outcomes.

d. Submit annually to HQDA a report on EEL Program effectiveness, required data, and any recommended EEL policy updates, as needed (enclosure 3).

3. Command Career Program and Activity Career Program Manager Responsibilities

a. Provide appropriate level (Command Career Program or Activity Career Program Manager)-required input to Command EEL Program applications.

b. Assist in identifying and matching mentors.

c. Identify appropriate Career Program training, education, or developmental assignment opportunities supporting EEL outcomes and goals.

EMERGING ENTERPRISE LEADER (EEL) PROGRAM

REPORTING REQUIREMENTS

1. **Commanders of Army Commands, Army Service Component Commands, and Direct Reporting Units and Administrative Assistant to the Secretary of the Army²**

a. Upon EEL Selection. Report new EEL Program selectees for the pending program cycle to the Deputy Assistant Secretary of the Army (Civilian Personnel) (DASA-CP). This report allows the DASA-CP to make appropriate announcements to the Army workforce that promote the EEL Program. Initiate the request to enter the designated training code in Army human resources system(s) to identify EEL participants.

b. Annually by 31 March to DASA-CP. Commands with multiple subordinate EEL Programs will submit a consolidated command report to the DASA-CP that includes the:

- (1) total number of EEL applicants submitted for the program year.
- (2) total number of applicants considered by selection board(s) (if different than total submitted).
- (3) total number of applicants selected for the program year.
- (4) minimum reported applicant demographics from Standard Form 181 (Ethnicity and Race Identification) and age, gender, grade, time in grade, occupation, career program, assigned organization, years of service, previous intern, highest Civilian Education System and civilian education level from program application process.
- (5) total number of personnel currently participating in ongoing EEL program cycles.
- (6) total number of certified command EEL Program completions (identified by EEL Program training code in the Defense Civilian Personnel Data System).
- (7) feedback from program participants on program effectiveness.
- (8) longitudinal data on program completions a minimum 3 years after completion (for example, percent promoted, percent accepted into Senior Enterprise Talent Management or Enterprise Talent Management Programs, etc.).

² The Administrative Assistant is responsible for positions assigned to the offices of Principal Officials of Headquarters, Department of the Army, their field operating agencies, staff support agencies, and other direct reporting units not led by a commander.

(9) recommend program modifications and required policy changes.

2. **Deputy Assistant Secretary of the Army (Civilian Personnel).** Annually by 30 June, the DASA-CP will submit a comprehensive report documenting the execution of the EEL Program over the preceding 12 months to the Secretary of the Army through the Assistant Secretary of the Army (Manpower and Reserve Affairs).

a. The report will include statistics showing the number of program applicants and selectees, as well as the number of successful EEL Program completions by command.

b. The report may include compilations of longitudinal data on and feedback from midgrade Army Civilians and command and organizational partners, as appropriate.

c. The DASA-CP will evaluate the EEL Program's effectiveness in developing individual midgrade Army Civilians and in improving competitiveness for management and leadership requirements of the participating commands and organizations. As appropriate, the DASA-CP will include in the report recommendations for necessary enhancements and modifications to the program and policy.

d. The DASA-CP will coordinate the report with the Deputy Chief of Staff, G-3/5/7; the commanders of Army Commands, Army Service Component Commands, and Direct Reporting Units; and the Administrative Assistant to the Secretary of the Army.

EMERGING ENTERPRISE LEADER (EEL) PROGRAM

MENTORING

1. **Purpose.** Mentoring supports a fundamental responsibility of civilian and military leaders to develop others to perform at the next level. The purpose of this component is to establish a formal mentoring relationship between the participant (mentee) and a more experienced senior Civilian employee, providing the mentee guidance focused on professional or personal growth for the duration of the program. Successful execution of the mentoring component requires quality, well-informed mentors; clearly understood mentor and mentee roles and expectations; and an action plan supported by regular and meaningful personal interactions that build senior leader competencies.

2. **Outcome.** EEL participants experience a functional mentoring relationship and understand how mentoring works: the mentor and mentee roles and responsibilities, the value of mentoring as a tool for developing themselves and others, and the importance of mentoring to career-long professional and leader development. Participants will add depth to their fundamental competencies through regular mentor engagement on a personal level, depending on the focus of the mentoring relationship.

3. Guidance to Commands

a. Implement the mentoring component to achieve the described purpose and outcome and to support overall EEL Program goals to develop the knowledge, skills, and abilities required to broaden leadership capabilities and competencies.

b. Facilitate and establish the mentoring relationship early in the command's EEL Program to run concurrently with all other required components, providing time to establish mutual trust and respect and support participants through successful completion of the EEL Program.

c. Commands may leverage existing internal mentoring programs if doing so achieves the purpose, intent, and goals of the EEL Program's mentoring component.

d. Emphasize growing leader attributes, core competencies, and fundamental competencies facilitating the development of others.

e. Vet mentors sufficiently to assess quality, experience, and suitability to provide a good fit for the mentee.

(1) Mentors must be at least two grades above the mentee's grade. For example, a high-performing and experienced GS-13 may mentor a GS-11 participant when appropriate.

(2) Select mentors assigned outside of the mentee's immediate chain of command or supervision, when possible, and only those with a rating of "Fully Successful" or above on their last performance evaluation.

(3) Participants may use an existing senior mentor relationship as long as the mentor meets program criteria and commits to EEL Program requirements.

4. Best Practices

a. Collective Events. Use collective events (in person or virtual) at functional intervals (start, middle, and end) and require participant attendance at a central location to facilitate program progression and required component execution.

b. Orientation Event. Incorporate mentoring actions, including matching and acquainting mentors and mentees, establishing a mentoring agreement, and creating action plans supporting the program outcomes, into an orientation event. The orientation can include a session on tools and techniques to begin and enhance a mentoring relationship and exercises to practice mentoring tools and techniques based on the time allotted.

c. Assessments. Motivation for development is much more likely when it targets an individual participant's needs. Incorporate an assessment to gain participant understanding and agreement with individual development needs and to shape mentoring activities, assignments, and feedback to address those specific needs.

d. Mentor Pool. Senior Enterprise Talent Management/Enterprise Talent Management participants, command career program personnel, and other participants in leader development programs represent a pool of potential mentors, although possible mentors need not be limited to these groups.

e. Mentoring Contract. Establish a mentoring contract to specify and record roles, responsibilities, and expectations, such as meeting frequency, deliverable products, and so on.

f. Individual Development Plan. Mentors assist mentees with career goals in the Army Career Tracker. Require mentors and mentees to use Career Tracker functions and capabilities to develop an individual development plan and to facilitate coordination with the mentee's supervisor, senior rater, and Activity Career Program Manager to ensure it is executable.

EMERGING ENTERPRISE LEADER (EEL) PROGRAM
TEAM-BASED PROBLEM SOLVING (GROUP PROJECT)

1. **Purpose.** Understanding how to lead and work as a member of a group to address a complex task develops confidence for an individual to take on progressively more difficult challenges. The purpose of this component is to teach and practice the leader's role in problem solving and to broaden the participant's experience and perspective through completion of an assigned group project. Use this component to improve problem solving and interpersonal skills and to provide a forum to elicit strategic thinking and explore current issues facing senior leaders. Success in this component requires quality facilitators, lessons and activities to practice taking on leader roles and learning how to do it, and a group project designed to build experience and provide feedback.

2. **Outcome.** EEL participants practice and experience working within a results-driven team and will add depth to their problem solving, team building, and fundamental competencies. Participants will understand senior leader roles and practices, and the value of building effective results-driven teams to accomplish goals; improve the depth of their problem solving, partnering, and interpersonal competencies; and exhibit the characteristics of successful teamwork.

3. **Guidance to Commands**

a. Implement the team-based problem solving component to achieve the purpose and outcome described and to support overall EEL Program goals to develop the knowledge, skills, and abilities required to broaden leadership capabilities and competencies.

b. Commands may leverage existing internal developmental programs for GS-11 and GS-12 employees if doing so achieves the purpose, intent, and goals of the EEL Program's team-based problem solving component.

c. Emphasize growing leader attributes, core competencies, and fundamental competencies by facilitating team building, achieving results, and problem solving.

d. Orient problem solving lessons and activities to practice how to attack problems, gather data, weigh alternatives, and derive solutions. Use group projects to build experience through topics relevant to current command and Army enterprise issues and challenges, including presentation of group results to a senior Civilian or military leader or decision maker (GS-15 or above).

e. Leverage virtual collaboration tools such as MilSuite, SharePoint, email, Web conferencing, instant messaging, wikis, and threaded discussion forums to facilitate project teams and program component outcomes.

4. **Best Practices**

a. Collective Events. Schedule collective events (in person or virtual) at functional intervals over the program duration (start, middle, and end). Require participant attendance at a central location and provide a venue for key lessons, collaboration, and direct senior leader engagements and feedback.

(1) Orientation Event. Provide a vehicle to introduce the component structure, assess participant skill levels, form teams, pair with facilitators, identify challenge topic areas, and introduce tools supporting collaboration and teaming.

(2) Assessment. Incorporate an assessment to identify and target individual development needs and shape activities and roles for the group project.

(3) Midpoint Event(s). Provide one or more opportunities to incorporate face-to-face lessons and developmental activities, in-process project reviews and guidance, and (depending on desired sequencing) the final presentation of group projects before the start of developmental assignments.

(4) Completion Event. Program completion provides a venue to present and discuss group project deliverables with senior leaders as a culminating event for the component.

b. Facilitation

(1) Assign a facilitator for each team to provide effective observation and guidance to achieve component outcomes.

(2) Facilitators should be at least a GS-13 employee who has demonstrated the ability to lead teams toward meeting assigned objectives by fostering the development of each team member, facilitating cooperation and teamwork, and supporting constructive resolution of conflicts.

(3) Civilian Education System Advanced Course graduates have exposure and practice with small group and team-based problem solving, providing a potential pool of facilitators.

(4) Facilitators should monitor the team's project plan and check in at key milestones to make sure the team is on track to successful completion.

c. Teams

(1) Form small teams, optimally with no more than 10 participants, to heighten opportunities for all members to actively participate.

(2) Allow teams to self-select team leaders and individual roles and responsibilities.

(3) Require teams to develop and use a project work plan and timeline with milestones.

d. Project Topics. Allow teams to select the problem they will address, subject to command approval, to heighten engagement of the group as a whole.

EMERGING ENTERPRISE LEADER (EEL) PROGRAM

SELF-DEVELOPMENT

1. **Purpose.** Army self-development is planned goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness. The purpose of this component is to teach participants how to use self-development and available tools and resources to learn. Use this component to help participants see themselves and motivate them (require, recommend, and/or encourage) to improve. Success in this component depends on developing participant self-awareness (strengths and weaknesses) in leadership skills and competencies and using the information to set a direction for continuous, planned self-development.

2. **Outcome.** Participants will broaden self-development skills and tools, and understand how to use them; broaden their understanding of their individual strengths and weaknesses; and embrace the value of lifelong learning by reserving time for self-development, reflection, and personal growth.

3. Guidance to Commands

a. Implement the self-development component to achieve the purpose and outcome described and to support overall EEL Program goals to develop the knowledge, skills, and abilities required to broaden leadership skills and competencies.

b. Commands may leverage existing internal developmental programs for GS-11 and GS-12 employees if doing so achieves the purpose, intent, and goals of the EEL Program's self-development component.

c. Incorporate required, recommended, and/or encouraged self-development learning activities where appropriate to enable outcomes in each of the other required program components, such as mentoring, team-based problem solving, and developmental assignments, to support overall program goals.

(1) **Structured Self-Development:** Required learning that continues throughout a career and that closely links to and synchronizes with classroom and on-the-job learning.

(2) **Guided Self-Development:** Recommended but optional learning to prepare participants changing technical, functional, and leadership responsibilities throughout a career.

(3) **Personal Self-Development:** Self-initiated learning where the participant defines the objective, pace, and process.

d. Leverage available content on the Army distributed learning and eLearning systems. Army eLearning provides free, state-of-the art, computer-based training access to over 2,500 information technology, business skills, foreign language, and interpersonal skills courses.

4. Best Practices

a. Use directed reading assignments, such as an article or report on key learning outcomes, and require feedback.

b. Incorporate mentors to guide self-study subject matter. Trust-based mentorship can help focus self-development efforts to achieve professional objectives and build leadership competencies.

c. Incorporate an assessment to identify and target individual development needs and shape self-development activities and assignments.

d. Incorporate career program-directed technical learning content where indicated.

EMERGING ENTERPRISE LEADER (EEL) PROGRAM

DEVELOPMENTAL ASSIGNMENT

1. **Purpose.** Developmental assignments provide a way to enhance competencies by giving employees an opportunity to perform duties in other occupational, functional, or organizational elements. This is most effective with well-defined learning objectives designed to maximize the development of specific individual needs. The purpose of this component is to enhance participants' leadership skills, competencies, and understanding of other operations, systems, and relationships while exposing them to different leadership experiences and perspectives. Success in this component requires understanding and consideration of the participant's developmental needs (strengths and weaknesses); placement in the right assignment involving a complex or unfamiliar work environment offering new elements, problems, and challenges to resolve; and assignment for a period long enough to observe and evaluate learning outcomes.

2. **Outcome.** EEL participants are able to apply EEL Program lessons to achieve the assignment's purpose, adding depth to their individual leadership skills; fundamental competencies; and practical knowledge, skills, and abilities. The participants understand their strengths and areas for improvement related to the objectives of the developmental experience.

3. Guidance to Commands

a. Implement the developmental assignment component to achieve the purpose and outcome described and support overall EEL Program goals to develop the knowledge, skills, and abilities required to broaden leadership skills and competencies.

b. Commands may leverage existing internal developmental programs if doing so achieves the purpose, intent, and goals of the EEL Program's developmental assignment component.

c. These assignments may be at different organizational levels, in different functional areas, and for varying periods. The optimal period is 60 to 90 days and no longer than 179 days. Assignments exceeding 120 days require a continuing service agreement.

d. Assign participants within the command to minimize temporary duty costs but outside of the immediate assigned organization, such as a branch or division, when possible.

e. Developmental assignments are authorized between commands that are within the same commuting area, except in unusual circumstances.

f. Command program timelines should sequence developmental assignment(s) during the latter portion of the EEL Program to allow participants to benefit from program lessons and complete the assignments within the 2-year program period.

g. Each participant must have at least one developmental assignment. Command programs may require additional developmental assignments if they are within the 2-year duration of the program.

h. Developmental assignments may include different or cross-functional area opportunities as appropriate to meet developmental or broadening needs. The length of assignments may vary, but the assignments must have a well-defined learning objective and be established in conformance with all applicable Civilian personnel management regulations.

i. Release participants from current assigned duties and responsibilities for the duration of the developmental assignment(s).

j. Define, measure, and assess competency-based learning outcomes, tasks, and deliverables for the developmental period(s).

k. The “developmental supervisor” must provide the participant with written performance feedback, as required by applicable performance management regulations, including accomplishments, competencies developed, observed strengths, and developmental needs. Developmental supervisors must comply with additional requirements, such as special appraisals, as provided for in the applicable performance management program.

l. Participants must provide a deliverable (such as an information paper, a briefing, or an article) at the conclusion of the assignment.

4. Best Practices

a. An assignment period from 60 to 90 days allows enough time for observation and feedback.

b. Require all parties (participant, developmental supervisor, and supervisor of record) to agree to learning objectives and deliverables.

c. Incorporate an assessment to identify individual development needs and shape developmental assignments and activities to address competencies needing improvement.

d. Use job swaps to broaden and enhance functional competencies and minimize position vacancies, where appropriate.

e. Formalize the developmental assignment and rules and procedures (such as leave, temporary duty) during the assignment with an agreement signed by all parties.